

Hattie: Effect of Instructional Influences

ANSWERS

INFLUENCE	IMPACT		
Ability grouping/tracking/streaming	High	Medium	<u>Low</u>
Acceleration (for example, skipping a year)	<u>High</u>	Medium	Low
Comprehension programs	<u>High</u>	Medium	Low
Concept mapping	<u>High</u>	Medium	Low
Cooperative vs individualistic learning	High	<u>Medium</u>	Low
Direct instruction	High	<u>Medium</u>	Low
Feedback	<u>High</u>	Medium	Low
Gender (male compared with female achievement)	High	Medium	<u>Low</u>
Home environment	High	<u>Medium</u>	Low
Individualizing instruction	High	Medium	<u>Low</u>
Influence of peers	High	<u>Medium</u>	Low
Matching teaching with student learning styles	High	Medium	<u>Low</u>
Meta-cognitive strategy programs	<u>High</u>	Medium	Low
Phonics instruction	High	<u>Medium</u>	Low
Professional development on student achievement	High	<u>Medium</u>	Low
Providing formative evaluation to teachers	<u>High</u>	Medium	Low
Providing worked examples	High	<u>Medium</u>	Low
Reciprocal teaching	<u>High</u>	Medium	Low
Reducing class size	High	Medium	<u>Low</u>
Retention (holding back a year)	High	Medium	<u>Low</u>
Student control over learning	High	Medium	<u>Low</u>
Student expectations	<u>High</u>	Medium	Low
Teacher credibility in eyes of students	<u>High</u>	Medium	Low
Teacher expectations	High	<u>Medium</u>	Low
Teacher subject matter knowledge	High	Medium	<u>Low</u>
Teacher-student relationships	<u>High</u>	Medium	Low
Using simulations and gaming	High	<u>Medium</u>	Low
Vocabulary programs	<u>High</u>	Medium	Low
Whole language programs	High	Medium	<u>Low</u>
Within-class grouping	High	Medium	<u>Low</u>